

PE Policy



Reviewed: January 2019

Physical Education/Physical Activity

Physical education is a foundation subject within the National Curriculum. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a fit and healthy lifestyle. This policy outlines the purpose, nature and management of the physical education taught and learned in The Stour Academy Trust.

The policy for physical education reflects the consensus of opinion of the whole teaching staff.

The implementation of this policy is the responsibility of director of sport, health and well-being, PE leads in each school and all of the teaching staff.

We aim to enable children to become physically educated by giving them the opportunity to:

- Create an internal competition within themselves; always striving to beat your personal best.
- Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement.
- Promote physical activity and a healthy lifestyle.
- Develop positive attitudes.
- Ensure safe practice.
- Develop problem solving skills and interpersonal skills which will have a much wider application.

The objectives, derived from the aims will guide in planning schemes of work and will form the basis for assessment of pupils and evaluation of the policy.

Create and internal competition within themselves; always striving to beat your personal best.

- Using PE to develop intrinsic motivation within our pupils to better themselves where they can.
- To use less comparison with others in the class and look at how far each pupil has come within each lesson and across the term and academic year.
- Using the difference in ability as an opportunity for collaboration; peer assessment for each pupil to progress.
- Pupils are then encouraged to seek their own personal best in so doing, their own personal challenge.

Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating, by:

- Knowing about factors which influence efficient and effective performance.

- Knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation.
- Practising and consolidating movement concepts and motor skills in dance, games and gymnastics. In Key Stage 2 children will experience athletic activities, outdoor and adventurous activities and swimming in addition to the core programme.

Promote physical activity and a healthy lifestyle, by:

- Understanding the effects of exercise on the body.
- Selecting and engaging in regular physical activity.
- Being aware of opportunities in local clubs and the community which cater for primary age children.
- Only eating fruit and vegetables at break times.
- Running free school clubs which all children are welcome to join.

Develop positive attitudes, by:

- Exhibiting such personal qualities as perseverance, self-worth, well-being and humility.
- Understanding and show appreciation of fair play and good team work.
- Using sign-posting, assemblies and other initiatives to encourage pupils to think and act positively.

Ensure safe practice, by:

- Understanding the importance of routine procedures and factors which affect safety.
- Appreciating the principles of safe practice and take responsibility for personal practice.

Develop problem solving skills and interpersonal skills which will have a much wider application, by:

- Working collaboratively as individuals, pairs and members of a group in solving problems
- Expressing independent opinions
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity

Principles of teaching and learning

Differentiation and special needs

When planning and selecting materials, tasks and resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs will be entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include the least able child and to stretch the most-able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

Breadth and balance

The National Curriculum will be the basis of our physical education programme.
Schools are not required by law to teach the example content in [square brackets].

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Use of the TA in the lesson

Much like any other lesson, the TA should be used to help pupils reach the objectives of the lesson. The teacher then is able to use the extra adult to tailor the lesson to ensure every pupil is making progress. For example, pupils could be grouped in to ability or confidence level where the CT and TA take different groups to ensure everyone can access the activity.

Therefore, interventions should not be performed in PE time. Not only does this compromise the commitment and legal requirement of teachers and schools to deliver school children with two hours of structured PE a week but it then creates the idea that PE is something that can be missed; moreover, health and fitness are not seen as important.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Year 3 pupils will go swimming for up to a period of 8 weeks. This would mean that if you're a **1FE school** you would have the following:

Up to 8 weeks for the class. Followed by a further 8 weeks for any pupils who could not yet swim after the first 8 weeks (this will only be a handful of pupils and will take place during the last 2 terms of the school year)

This would mean that if you're a **2FE school** you would have the following: up to 8 weeks for Class 1, up to 8 weeks for Class 2. Followed by a further 8 weeks for any pupils who could not yet swim after the first 8 weeks (this will only be a handful of pupils and will take place during the last 2 terms of the school year)

Those pupils who can already confidently swim 25m and have completed the lifesaving skills do not need to continue swimming in the further 8 weeks' allocation.

Planning and the use of Schemes of Work

Within the planning of schemes of work, lesson plans and individual lessons, account will be taken of the range of learning styles that are likely to be evident in any one class.

All children will receive a minimum of 2 hours of PE per week. This will be split into 2 separate 1 hour sessions. The lessons will be taught using the hall, field and playgrounds and a range of high quality equipment.

Children will be taught in their normal class groups.

Cross curricular skills and links

Physical education offers an added dimension to the whole school curriculum and the wider life of the school, for example, in health education; citizenship; literacy; numeracy and language skills; and in personal and social education.

Teachers will give pupils opportunities to use ICT to support and develop their learning, data handling, research and retrieval skills.

Equal opportunities

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities.

Our policy is to enable all our pupils to experience success, not failure.

Knowledge and understanding of health and safety

All routine procedures relating to safe practice are agreed and will consistently be adhered to by all teachers and support staff.

Health education, particularly those areas addressing the effect of exercise on the heart and the need for exercise to keep us healthy, will be addressed during the appropriate physical education lessons.

Children will be taught to warm up and prepare appropriately for different activities.

Children will be taught how wearing appropriate clothing and being hygienic is good for their health and safety.

Appropriate clothing should be worn i.e. pupils must wear a white T shirt and navy shorts and/or a leotard for girls. All children will be barefoot in gymnastics and dance, unless they have a verruca when they will wear plimsolls. Under no circumstances should children be allowed to do athletics in bare feet. Trainers with cushioned soles are only suitable for distance running and must not be worn for gym and dance. Fashion trainers are not to be worn for physical education.

For swimming, only swimming trunks and swimming costumes are to be permitted. BAALPE states that Goggles or masks should be allowed exceptionally, when eyes may be adversely affected by chemicals in the water. Parental permission should be sought if children are going to wear goggles during PE lessons.

Pupils that do not have PE kit will be expected to take part in the lesson but in a non-active capacity. Umpire, official, coach, equipment monitor or score keeper are different roles those pupils can move between. The pupils can be given responsibility to engage with the lesson in a different way.

No jewellery is to be worn for PE and long hair must be tied back.

The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. All equipment will be checked by a teacher before the children use it. All adults working in the school have a responsibility to report any defects in the equipment which need attention. All activities which involve children working above floor level must have mats. Children are trained to collect and return small equipment from the hall store with the permission of a teacher.

Guidance on safety can be found in "Safe Practice in Physical Education", a BAALPE publication ISBN 1-871228-06-9. All accidents, no matter how slight, should be reported in the school's accident record book kept in the secretary's office. When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.

These activities will take part in accordance with Health and Safety Policy Guidelines.

Assessment recording and reporting

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly related to learning objectives and will be recorded in schemes of work and lesson plans. Information will be shared with pupils, teachers and parents in written and oral form.

Role of the subject manager

Research, personal development and training needs of staff will be discussed. The physical education subject manager will organise and lead these meetings.

The subject manager is responsible for developing a long term curriculum plan for physical education. This is matched to the programme of study.

Background documentation

This policy was informed by reference to the statutory Orders for physical education, non-statutory guidance of the national curriculum document 2000 for physical education.

The Board of Directors reviews and approves this policy every two years. It may, however, review this policy earlier than this if the Government produces new regulations, or if it receives recommendation on how this policy might be improved.